

**New Topics in Sociology:
SOC495H1S Global Inequality and Contentious Politics
Winter 2020
University of Toronto, St. George Campus**

Time: Thursday 2-4pm

Classroom: Room FE41, 725 Spadina Ave.

Office hours: Thursday 1-2pm
or by appointment

Professor: **Yoonkyung Lee**

E-mail: yoonyung.lee@utoronto.ca

Phone: 416-978-4783

Office: Room 342, 725 Spadina Ave.

COURSE DESCRIPTION

This is a seminar course designed to understand global inequalities and contentious politics. Inequality has been one of the primary subjects in sociological inquiries and its scope naturally expands to a global dimension as our societies are increasingly shaped by international connections and disparities. This seminar focuses on understanding various manifestations of global inequalities intersected by the international order of power, race, gender, and class. Yet, these divisions and injustices are neither static nor unchallenged as people react to these realities via divergent methods. This class will read major theoretical approaches to social movements and examine contentious mobilizations taking place in different geographies around the world to reshape the global order ridden with inequalities. Empirical cases of contentious activism include anti-globalization protest, the Occupy movement, Black Lives Matter, #MeToo campaign, and the role of social media in collective action.

COURSE OBJECTIVES

Students are expected to achieve the following:

1. To understand the basic concepts and theories of social movements
2. To learn the empirical realities of global inequality and analytical approaches to study them
3. To engage in critical discussions on global inequality and contentious politics in oral presentations and writing assignments
4. To demonstrate the ability to conduct independent research on a topic of their choice

PRE-REQUISITE

To enroll in this course, students should have taken at least 1.0 at the 300-level sociology. Students without the fulfillment of this pre-requisite will be removed from this class at any time discovered and without notice.

COURSE MATERIALS

Required book: None

Quercus: All readings will be made available on Quercus. Important announcements, course materials, and any additional learning aids will be posted here, so please check the website regularly.

COURSE ASSIGNMENTS AND EVALUATION

1. Attendance: 10%

Regular attendance is a must for this class. If students have inevitable reasons for their absence, they have to inform the professor in advance. In case of absences, students are required to provide legitimate reasons and supporting documentation. Students who **miss 2 classes or more** without legitimate reasons and supporting documentation will automatically fail in this course.

2. Reaction papers and discussion participation (3 x 10 points): 30%

Students prepare a short reaction paper (**700 words**) for **3 classes** of their choice. The reaction paper should address the following.

What is the main argument in the readings? What examples or cases are examined in the readings? How do the readings speak to each other? How do the readings relate to our understanding of global inequality and contentious politics? Do you find the analysis in the readings satisfactory or see some deficiencies? Raise 3-4 questions to initiate a class discussion.

*An electronic copy of each reaction paper should be posted on Quercus by **Tuesday midnight** in the same week when the class meets on Thursday. Students bring a hard copy of their papers and use them for class discussion. Submit the hard copy to the professor in the end of each class.

3. Research paper: Outline, presentation, and final paper (10:10:40): 60%

Students write a research paper on a topic of their choice.

A. Paper outline: 700 words, due on February 13 (10%)

In the outline, students identify a case of global inequality and contentious politics, which interests and motivates them to research about. Describe what the case is (Which aspect of global inequality? Who are the claim makers? What are their core demands, goals, and target? What methods of contention? Did the contentious mobilization bring about any significant change?) and how it should be analyzed. Reference at least 5 academic sources.

*Bring a hard copy to class on **February 13**. The outline will be returned with comments, which are expected to be reflected in the development of the paper.

B. In-class presentation on April 2 (10%)

Students make a 10-minute presentation on their papers to be followed by a short Q&A. Presentations will be assessed on the effective oral delivery of the central arguments articulated in the paper.

C. Final paper: 4000 words (excluding references), due on April 9 (30%)

After receiving the outline with comments, students conduct more independent research and develop the paper. In the final paper, investigate the broader context of global inequality and contentious politics. What are the conditions that have created the specific form of inequality? How did the contentious mobilization begin? Did the social movement bring about any change? Why and how? Finally, how does the case that you researched about deepen our understanding of global inequality and contentious politics?

For the final research paper, reference at least 5 academic books and 5 academic journal articles, outside the course readings.

*Submit an electronic copy to Quercus on **April 9**.

Recommended format: All written assignments should be within the word limit set for each assignment, excluding tables, figures, and bibliography. Font 12 and double-spacing recommended. Full citations (in-text and bibliography) of all sources used in the paper should be provided in appropriate formats.

4. Rules for grading and evaluation

A. Grade scale:

A+: Above 90	B+: 77-79	C+: 67-69	D+: 57-59
A: 85-89	B: 73-76	C: 63-66	D: 53-56
A-: 80-84	B-: 70-72	C-: 60-62	D-: 50-52
			F: 0-4

B. Late submissions: Assignments that fail to meet the deadlines will result in losing 1 point for every 24-hour tardiness from the original due date.

C. Incomplete: No incomplete will be granted in this course unless the student provides evidence of emergencies such as family bereavement or medical treatment. In case of illness, students must supply a duly completed Verification of Student Illness or Injury Form (available at www.illnessverification.utoronto.ca). A doctor’s note is acceptable but MUST indicate the start and anticipated end date of the illness. In case of a family crisis, students must get a letter from the college registrar.

ACADEMIC HONESTY and CLASS ETHICS

1. Academic integrity/Plagiarism: Academic integrity 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 students earn will be valued as a true indication of their individual academic achievement. 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 and students are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- 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:
 - working in groups on assignments that are supposed to be individual work;
 - 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.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

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 the student's transcript. If students have questions about appropriate research and citation methods, seek out additional information from the professor, or from other available campus resources like the U of T Writing Website. If students are experiencing

personal challenges that may impact their academic work, please inform the professor or seek the advice of the college registrar.

2. Turnitin: By taking this course, students agree that all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. Assignments not submitted through Turnitin will receive a grade of zero (0 %) unless a student instead provides, along with their paper, 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.

ADDITIONAL MATTERS

1. Writing skills: The quality of writing will greatly impact the grade. Writing skills (clarity, logic, parsimony, organization) are probably the most important skills students need to develop in university. Students in need of improving their writing skills can be assisted by various services and workshops offered by the Academic Success Centre, the Career Centre, and UofT Libraries. <http://www.writing.utoronto.ca/news/writing-plus>

2. Electronic devices: Cell phones should be turned off during class. Laptops can be used in class for note-taking purposes only. No web browsing is allowed as it inhibits learning and disrupts class discussion. If it is found, points will be deducted from class attendance.

3. Taping, recording, photographing lectures: Lectures and course materials prepared by the professor are the professor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material are required to ask the professor's explicit permission and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Once obtained, such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish the professor's notes to a website or sell them in other form without formal permission.

4. Accessibility needs: Students with diverse learning styles and needs are welcome in this course. In particular, if students have a disability or health consideration that may require

accommodations, please feel free to approach the professor and/or Accessibility Services at (416) 978-8060 or visit: <http://studentlife.utoronto.ca/accessibility>

5. Contacting the professor: If students feel overwhelmed by the course materials or encounter other difficulties that may affect their performance in class, they should immediately contact the professor and seek consultation EARLY in the semester. I will be happy to offer any additional guidance that might be needed for each student.

COURSE SCHEDULE

Week 1. January 9: Introduction and overview

What is the significance of studying global inequalities and contentious politics?

Overview of the course syllabus and sign-up for reaction papers

Week 2. January 16: Approaches to global inequalities

Thomas Piketty. Introduction in *Capital in the 21st Century* (Belknap Press 2014) p.1-35

Karen Brodtkin Sacks. "Toward a unified theory of class, race, and gender." *American Ethnologist* 16-3 (1989) p.534-550

Kathy Davis. "Intersectionality as buzzword" *Feminist Theory* 9-1 (2008) p.67-85

Howard Winant. "The dark matter: Race and racism in the 21st century" *Critical Sociology* 41-2 (2015) p.313-324

Week 3. January 23: Approaches to contentious politics

D. Della Porta and M. Diani. "The study of social movements" in *Social Movements: An Introduction* (Blackwell 2006) p.1-29

Charles Tilly and Sidney Tarrow. Chapters 1, 2, and 7 in *Contentious Politics* (Paradigm Publisher 2007) p. 3-45 and 145-167

Week 4. January 30: Neoliberal globalization and the politics of inequality

David Harvey. "Accumulation by dispossession" in *The New Imperialism* (Oxford University Press 2003) p.137-183

Joan Acker. "Gender, capitalism, and globalization" *Critical Sociology* 30-1 (2004) p.17-41

Jacob Hacker and Paul Pierson. Chapters 1, 2, and 3 in *Winner-Take-All Politics* (Simon and Schuster 2010) p.11-91

Week 5. February 6: Neoliberal globalization and the question of class

Saskia Sassen. "Emergent global classes" in *A Sociology of Globalization* (W.W. Norton & Company 2007) p.164-189

Nicola Phillips. "Power and inequality in the global political economy" *International Affairs* 93-2 (2017): p.429-444

Guy Standing. Chapters 1-2 in *The Precariat: The New Dangerous Class* (Bloomsbury 2011) p.1-46

Matthew Desmond. "Letter from Milwaukee: Forced Out" *New Yorker* (February 8&15, 2016)

Week 6. February 13: Anti-globalization protest and the occupy movement

Valentine Moghadam. "The global justice movement" in *Globalization and Social Movements* (Rowman and Littlefield 2013) p.171-201

Paul Shrivastava and Olga Ivanova. "Inequality, corporate legitimacy, and the Occupy Wall Street movement" *Human Relations* 68-7 (2015): p.1209-1231

Simin Fadaee and Seth Schindler "The occupy movement and the politics of vulnerability" *Globalizations* 11-6 (2014) p.777-791

Chua Beng Huat. "Inter-referencing East Asian occupy movements" *International Journal of Cultural Studies* 20-2 (2017) p.121-126

***Paper outline due**

February 20: Reading week, No class

Week 7. February 27: Global migration, race, and gender

Grace Chang. Introduction and Chapter 2 in *Disposable Domestic*s (Haymarket Books 2016) p.1-50

Rhacel Salazar Parrenas. Chapters 1-2 in *Servants of Globalization* (Stanford University Press 2015, second edition) p.1-52

Week 8. March 5: Race, gender, and contention 1

Jennifer Chun et al. "Intersectionality as a social movement strategy" *Signs* 38 (2013) p.917-940

Evelyn Glenn, "Constructing citizenship: Exclusion, subordination, and resistance" *American Sociological Review* 76-1 (2011) p.1-24

Banu Ozkazanc-Pan. "On agency and empowerment in a #MeToo world" *Gender, Work, and Organization* 26-8 (2019) p.1212-1220

Catherine Rottenberg. “#MeToo and the prospects of political change” *Soundings* 71-Spring (2019) p.40-49

Cynthia Enloe. “Hypermasculinity and #MeToo” *Journal of International Affairs* 72-2 (2019) p.119-124

Week 9. March 12: Race, gender, and contention 2

Russell Rickford, “Black Lives Matter” *New Labor Forum* 25-1 (2016) p.34-42

Joy Leopold and Myrtle P. Bell “News media and the racialization of protest: An analysis of Black Lives Matter articles” *Equality, Diversity and Inclusion* 36-8 (2017) p.720-735

Tariq Amin-Khan. “New orientalism, securitization, and the Western media’s incendiary racism” *Third World Quarterly* 33-9 (2012) p.1595-1610

Michael J. Mascarenhas. “Where the waters divide: Neoliberal racism, white privilege, and environmental justice” *Race, Gender & Class* 23-3/4 (2016) p. 6-25

Week 10. March 19: Contentious politics in the 21st century

M. Castells. Opening and “Changing the world in the networked society” in *Networks of Outrage and Hope* (Polity Press 2012) p.1-19 and 218-243

Ruth Milkman “A new political generation” *American Sociological Review* 82-1 (2017) p.1-31

Gloria M. Boone et al. “Resistance: Active and creative political protest strategies” *American Behavioral Science* 26-3 (2018) p.353-374

Yunjeong Joo. “Same despair but different hope: Youth activism in East Asia and contentious politics” *Development and Society* 47-3 (2018): p.401-421

Week 11. March 26: Self-study day (Professor out of town for a conference)

Week 12. April 2: In-class presentation

***April 9: Final paper due**