

**Winter 2021**  
**University of Toronto**  
**Department of Sociology**  
**SOC 345H1S L5101/L6101 - Global Inequality**  
**(Online – Synchronous)**  
**Class Time: Monday 6.10 - 8.00 pm\***  
**Tutorial: Monday 8-9 pm†**  
**Course Site: <https://q.utoronto.ca>**  
**Application Used for Class Delivery: Zoom**

**Instructor**

M. Omar Faruque, PhD  
Email: [o.faruque@mail.utoronto.ca](mailto:o.faruque@mail.utoronto.ca)  
Office Hour (Online): Fridays 10.30 - 11.30 am  
[See Course Announcement and Zoom Info]

**Teaching Assistant**

Franklynn Bartol  
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Office Hour (Online): See Course Announcement and Zoom Info

**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:** *Students who fail to meet these requirements will be removed at any time discovered and without notice.*

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\* Note: Synchronous classes will begin at **10 minutes after** the hour (6.10 pm instead of 6 pm) to allow students a small break from the end of other courses they may be taking.

† Note: For tutorial schedules, see course announcement and Zoom Info.

## 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 scholarly and policy analysis of various dimensions of inequality across the globe. The rise of populist politics 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 rising in the age of contemporary globalization, dubbed hyper-globalization. This course offers sociological perspectives on global inequality vis-à-vis globalization using theoretical and empirical materials. It situates the discussion within the context of the structural forces of globalization, which shape policies and actions and generate uneven consequences for people living in different parts of the world. Who are the winners and losers? How do various policies and actions (e.g., global trade, deregulation, and economic integration) 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 produces unequal consequences for climate vulnerable countries? What are the consequences of rising 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 (universal 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 a better informed and more engaged 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 sense of the phenomenon.
- 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. These skills (learning outcomes) will be assessed through various evaluation components.*

### **Grading Scheme**

#	Components*	Due Date	Weight
1	Research Proposal	February 8	10%
2	Annotated Bibliography	March 1	15%
3	Class Test (Essay)	April 5	20%
4	Research Paper (Final Assessment Period)	April 15	30%
5	Participation	On-Going	25%
<b>Total</b>			<b>100%</b>

\* See below (Course Works section)

### **Required Readings**

Each week I will use relevant book chapters and/or journal articles as required readings. Electronic copy of these materials will be available on the course site (Quercus) after the introductory class on January 11.

### **Class Schedule**

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Required Readings*</i>
1	January 11	Introduction to the Course and Community Building	--
2	January 18	Globalization: Theoretical Perspectives	Steger, M. 2020 Jones, A. 2010
3	January 25	Globalization and Inequality: Theoretical Perspectives	Stiglitz, J. 2017 Harvey, D. 2005 Rodrik, D. 2011
4	February 1	Globalization and Inequality: Structural Forces	Hickel, J. 2018
5	February 8	Global Inequality: Winners and Losers	Milanovic, B. 2016 World Bank 2019 UNDESA 2020
6	February 15	Family Day (No Class)	--
7	February 22	Global Inequality and Labor Market	Kalleberg and Vallas 2018

			Standing, G. 2011
8	March 1	Global Inequality and Healthcare	Beckfield et al. 2013 Hall and Lamont 2009
9	March 8	Global Inequality and Education	UNICEF 2018 World Bank 2018
10	March 15	Global Inequality and Gender/Race	Deomampo, D. 2016 Luik. E. 2017
11	March 22	Global Inequality and Climate Change	Roberts and Parks 2007 UNDP 2019
12	March 29	Global Inequality and Political Resistance	della Porta, D. 2015 Smith, J. 2010
13	April 5	Class Test (Essay)	--

\* selected pages from these sources will be posted on Quercus after January 11 Class.

### **Class Format**

This class is a lecture-based course. 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 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 platform). To facilitate a student-centered learning process, I may use relevant short A/V materials and newspaper reports.

### **Course Works**

#### ***a) Research Paper (3 components worth 55%)***

A research paper on a selected dimension of global inequality covered in the course (week 5-12) will be worth more than half of the final grade. Students will conduct research on a topic related to any dimension of global inequality discussed in class. This research paper will be based on secondary sources (books, journal articles, newspaper/magazine articles, and data sources available online such as the websites of the World Bank and various UN Organizations). It is designed as a scaffolding assignment. In other words, the research paper is divided into three separate components, which will allow students to receive feedback and gradually move towards the completion of the project.

**First**, the project will begin with a research proposal (3 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 existing scholarly debate on the topic.

**Learning Outcome:** Students will analyze the scholarly debate surrounding the research topic, develop research question(s) and offer an answer to the research question(s).

**Second**, the project will move to the next stage: an annotated bibliography (4-5 pages, double-spaced). The annotated bibliography will include a critical summary of 6 scholarly sources on the selected topic.

**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.

**Third**, students will prepare a final research paper (10-12 pages, double-spaced excluding references) in which they will combine relevant aspects from the proposal and annotated bibliography along with an analysis of their research findings. [To help students organize their notes on each scholarly item and engage them in a critical dialogue, I will provide a literature review matrix.]

**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) Class Test (worth 20%)***

The class test (open-book essay writing) 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).

**Note: Detailed rubrics for three assignments and the class test will be discussed in class and posted on the course portal a few days before each deadline. Carefully read each rubric before submitting your work.**

#### ***c) Participation (worth 25%)***

Participation has two components: class and tutorial participation (both online)

I. Regular attendance in online class is required. However, mere virtual presence is not a meaningful way to allocate participation grade. Students will be required to participate in a variety of active learning tasks during online class. Low-stake writing involved in these tasks will carry the participation grade. These writings include offering brief written feedback explaining a concept, summarizing a part of the lecture, or connecting theory and real-world scenarios using video materials or newspaper reports. For completing each in-class learning activity (10 weeks), students will receive 2 points (**total 20 points**). Students will complete these tasks during class and submit via Quercus.

II. There will be five mandatory tutorial classes (online). These tutorials, conducted by the TA, will help students learn various strategies to complete different components of the research paper, mentioned above. For contribution in each tutorial (an *exit memo* submitted online), students will receive 1 point (*total 5 points*).

### **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 under “course works.” These will be posted on the course site before the due date for each item.*

### **Procedures and Rules**

#### ***1. Course Drop Date***

- March 15, 2021. Students will receive at least 10% grade before this date.

#### ***2. Missed Class and Course Works***

- Students who miss a class and/or course work will be assigned a mark of zero for that in-class activity and/or course work unless they satisfy the following conditions:

Students who miss a class and/or course work for reasons beyond their control will need to ***email the instructor*** (not the teaching assistant) and ***declare their absence*** on the system (ACORN).

- Please **DO NOT** email your medical documents to the Teaching Assistant.

### ***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 Method***

- Only online submission through the course site (Quercus). Please DO NOT email your course work to the instructor or the teaching assistant.
- If I decide to use Turnitin.com to collect course works, please be aware of the following university policies on the use of Turnitin.com.

Students agree that by taking this course 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 position 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. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

- If you have any concern regarding course work submission, please contact the INSTRUCTOR during online office hour.

### ***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 the INSTRUCTOR (see above section on missed class and 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 online class on time (6.10 pm).
- To create a positive and safe learning environment, I hope that mutual respect and civility will prevail during online 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.
- 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**

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 register 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.

### **Accommodations for Religious Observances**

Please see the following statement on the above subject:

“It is the policy of the University of Toronto to arrange reasonable accommodation of the needs of students who observe religious holy days other

than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. If compulsory activities are unavoidable, every reasonable opportunity should be given to these students to make up work that they miss ...”

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

### **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](http://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](http://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](http://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.

### **Miscellaneous Issues**

#### ***Volunteer Notetaking Program***

The volunteer notetaking program is one of the most commonly required accommodations provided to students registered with Accessibility Services. Here at the

University of Toronto, the accessibility office is seeking dependable volunteer note-takers to assist students living with a disability to achieve academic success.

Volunteers report that by giving back to the U of T community, their class attendance and note-taking skills improve.

To become a volunteer note-taker, all you have to do is attend classes regularly & submit your notes consistently. Volunteers can receive co-curricular credit(s) and/or a certificate of appreciation.

To become a volunteer note-taker, please follow these 4 steps:

1. Register Online as a Volunteer Note-Taker at:  
<https://clockwork.studentlife.utoronto.ca/custom/misc/home.aspx>
2. Click on *Volunteer Notetakers*, and sign in using your UTORid
3. Select the course(s) you wish to take notes for and begin by uploading a sample of your notes
4. You will get an email notifying you if a student has selected your notes. Please upload the notes 24-48 hours following each class.

Email at [as.notetaking@utoronto.ca](mailto:as.notetaking@utoronto.ca) or call 416-978-6186 if you have questions or require any assistance with uploading notes. If you are no longer able to upload notes for a course, please also do let us know immediately.

For more information about the Accessibility Services Peer Notetaking program, please visit <https://studentlife.utoronto.ca/program/volunteer-note-taking/>.

AS Note-Taking Team's office is open Monday-Friday 9:00 am-5:00 pm and Tuesdays 9:00 am-6:00 pm.

### ***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/>

### ***English Language Learning Program***

Join English Language Learning Program to learn more about reading challenging texts, thinking critically, and writing analytically! Choose either Scholarly or Popular Reading eWriting, in either session. To register for Winter 2021, send your name, college, and year of studies to [ell.newcollege@utoronto.ca](mailto:ell.newcollege@utoronto.ca)

For more information, visit <https://uoft.me/4JZ>

### ***Lead a Recognized Study Group (RSG) for SOC345***

Apply now to be an RSG Leader for this course. RSGs are peer-led study groups of up to 8 students enrolled in the same A&S course.

Volunteering to be an RSG Leader is a great way to:

- Make friends in your courses
- Gain new leadership and group-facilitation skills
- Increase your understanding of course material
- Prepare for test and exams
- Boost your resume
- Earn a Co-Curricular Record (CCR) credit

This Fall, over 1,000 students volunteered to be an RSG Leader. Volunteer to be an RSG Leader this term with the support and training of Upper-year Arts & Science students! No experience is necessary.

**[Sign up to be an RSG Leader now.](#)**

**Looking to join an RSG?** RSGs for this course will be available to join starting January 19, 2021 on the [Sidney Smith Commons Online](#).

Find more information,  
visit: <https://uoft.me/recognizedstudygroups> or [@sidneysmithcommons](#)

**Looking for more ways to study with other students?** Join [Meet to Complete](#), daily study-with-me sessions just for Arts & Science students!