



Sociology 116
GLOBAL INEQUALITY
Block A, Summer 2013



(May 23 - June 14, 2013)

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Office Hours: Mon. and Wed. 1:30 - 3 pm, and by appointment

This course introduces the global roots and dimensions of recent social change emphasizing “development” as a transnational project designed to integrate the world. Economic and political globalization and the powerful counter-movements responding to rising inequality in the global South are explored during the course.

Course Goals and Objectives:

The course involves intensive examination of three inter-related topics: (1) macro-level discussions of globalization, neoliberalism, inequality, and injustice; (2) specific manifestations of global inequality; and (3) contemporary efforts to produce social change around these issues. By the end of the block, and assuming your commitment to reading and discussion, I expect that students will have developed a more thorough understanding of the causes and consequences of global inequalities, and will be able to recognize and evaluate the different activist strategies aimed to minimizing these inequalities and improving livelihoods around the world.

Course Requirements:

Reading: We will be doing a fair amount of reading over our three and a half weeks together. Some of this material may be challenging, but we will spend a good portion of our time within the classroom collectively attempting to make sense of it all.

All of our readings are contained within a course reading packet posted on PROWL. In order to access those readings you will need to enroll on the PROWL site with the following key:

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I expect you to have read, understood, and critically reflected on each of the readings prior to the start of the class period for which they were assigned. Please bring the assigned readings to class with you (as well as any notes you may have taken), in order to facilitate our discussion of the materials.

Details on Examination: There will be two exams during the block. A mid-term exam is scheduled for Thursday, June 6th. The final exam is scheduled for the last day of the block, Friday, June 14th. I will provide a study guide in advance of each exam.

Group research projects and presentations: Students will work together (in groups of 3 or 4) on a collective research project and formal presentation to be given to the class on Thursday, June 13th. Your research and presentation will focus on some aspect of global inequality, its connection to our lives here on the Colorado College campus, and the potential for social change activism around those issues among CC students and their allies. Groups will be formed and further guidance will be provided by the end of the first week of classes.

Course Dynamics and Student Participation:

This course requires active student participation for its success. I will do everything I can to cultivate an open and stimulating learning space where we all feel comfortable sharing our ideas and constructing an individual and collective understanding of the causes and consequences of global inequality. I expect that each of you will also do your part to make this an open and tolerant space for the free exchange of ideas.

We may not always agree with one another about our ideas; in fact, at times we may passionately disagree on fundamental theoretical and/or political issues. However, in all cases, we should strive to conduct our discussions and disagreements in a way that treats our fellow classmates with the respect and dignity that they deserve as thoughtful and engaged individuals attempting to make sense of the often-difficult materials we will be dealing with in the course.

The Colorado College Honor Code:

Please be aware that your work in the course should comply with the College's Academic Honor Code. If any of you are not already fully aware of the contents of the Academic Honor Code, please review the information available at: <http://www.coloradocollege.edu/academics/honorcouncil>.

Information about how to properly use academic citations and avoid plagiarism can be found at: <http://www.coloradocollege.edu/Library/Course/webplag2b.html>.

If you should have any questions or concerns about whether your work is in compliance with the academic honor code, please do not hesitate to consult with me prior to submitting your work.

Grading Components and Evaluation:

Classroom Participation:	10%
Mid-block Exam:	30%
Group Presentation:	30%
End-of-block Exam:	30%

Please note that **all** assignments must be completed and submitted on time in order to pass the course. I will only accept late assignments in cases of a documented illness or emergency.

Your work in the course will be evaluated in accordance with the College's academic policies. Thus, the following grading scale and criteria will be used:

- “A” = Excellent work that reflects superior understanding and insight, creativity, or skill.
- “B” = Good work that reflects a high level of understanding and insight, creativity, or skill.
- “C” = Adequate work that indicates readiness to continue study in the field.
- “D” = Marginal work, only minimally adequate, raising serious question about readiness to continue in the field.
- “NC” = Failing work, clearly inadequate, and unworthy of credit.

(see “Credit and Grades” under Academic policies at: http://www.coloradocollege.edu/academics/catalog/?page=academicpolicies&acad_year=1011).

Necessary Accommodations

If you need accommodations because of a disability of any kind, please speak with me privately as soon as possible so that your needs may be appropriately met. If you have not already done so, you will need to register with Disability Services (Learning Commons at Tutt Library, Room 152, 227-8285). That office is responsible for coordinating accommodations and services for students with disabilities.

COURSE OUTLINE AND READING SCHEDULE

Date	Topic	Readings
5/23	Introductory session	
5/24	Introduction to global inequality and its explanations	Greig et al, Chapters 1 & 3; McMichael
5/27	Capitalism, consumerism, and global inequality	Robbins; Wolff
5/28	Globalization and neoliberalism	Hickel; Greig et al, Chap 6; Mitchell
5/29	Envisioning alternatives to development	Matthews; Ryan, et al.; Klein
5/30	The global slum	Davis; Pezzoli
5/31	Migration, borders, and global inequality	Spener; Inda
6/3	Gender inequality and migration	Parreñas; Lan
6/4	Migration and development	Rodriguez
6/5	The global factory and the dormitory labor regime	Ngai; Duhigg and Barboza; Duhigg and Greenhouse
6/6	MID-TERM EXAM	
6/7	Global poverty and its resolution: from microfinance to income redistribution	Yunus; Karim; Bruck; Borocz
6/10	(Im)migrant/labor activism	Cranford; Anderson; Varela
6/11	Consumer activism: shopping for social change?	Johnston; Moberg and Lyon
6/12	Student activism: the university as target and tool for social change	Esbenshade; Ross; Siedman
6/13	Student Presentations	No Readings
6/14	Final Exam	

Note: All readings can be found on the PROWL site

List of Readings:

- Anderson, Bridgit. 2010. "Mobilizing migrants, making citizens: migrant domestic workers as political agents," *Ethnic and Racial Studies*, 33 (1): 60-74.
- Böröcz, József. 2005. "Redistributing Global Inequality: A Thought Experiment," *Economic and Political Weekly*, 40 (9): 886-92.
- Bruck, Connie. 2006. "Millions for Millions," *The New Yorker*. October 30.
- Cranford, Cynthia. 2007. "'¡Aquí estamos y no nos vamos!' Justice for Janitors in Los Angeles and New Citizenship Claims," in Denise A. Segura and Patricia Zavella (eds.) *Women and Migration in the U.S.-Mexico Borderlands*, Durham: Duke University Press, 307-24.
- Davis, Mike. 2004. "Planet of Slums: Urban Involution and the Informal Proletariat," *New Left Review*, 26, 5-34.
- Duhigg, Charles and David Barboza. 2012. "In China, Human Costs are Built Into iPad," *New York Times*. January 25. <http://www.nytimes.com/2012/01/26/business/ieconomy-apples-ipad-and-the-human-costs-for-workers-in-china.html>. (Accessed: 4/21/12).
- Duhigg, Charles and Steven Greenhouse. 2012. "Electronic Giant Vowing Reforms in China," *New York Times*. March 29. <http://www.nytimes.com/2012/03/30/business/apple-supplier-in-china-pledges-changes-in-working-conditions.html>. (Accessed: 4/21/12).
- Esbenshade, Jill. 2008. "Going Up Against the Global Economy: New Development in the Anti-Sweatshops Movement," *Critical Sociology*, 34 (3): 453-470.
- Greig, Alastair, David Hulme, and Mark Turner. 2007. *Challenging Global Inequality: Development Theory and Practice in the 21st Century*. New York: Palgrave MacMillan, Multiple selections.
- Hickel, Mark. 2012. "A Short History of Neoliberalism (And How We Can Fix It)," *New Left Project*. http://www.newleftproject.org/index.php/site/article_comments/a_short_history_of_neoliberalism_and_how_we_can_fix_it. (Accessed: 4/21/12).
- Inda, Jonathan Xavier. 2007. "The Value of Immigrant Life," in Denise A. Segura and Patricia Zavella (eds.) *Women and Migration in the U.S.-Mexico Borderlands*, Durham: Duke University Press, 134-57.
- Johnston, Josée. 2008. "The Citizen-Consumer Hybrid: Ideological Tensions and the Case of Whole Foods Market," *Theory and Society*, 37: 229-70.
- Karim, Lamia. 2008. "Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh," *Cultural Dynamics*, 20 (1): 5-29.
- Klein, Naomi. 2002. "Farewell to 'The End of History': Organization and Vision in Anti-Corporate Movements," *Socialist Register*, 1-14.
- Lan, Pei-Chia. 2003 "Among Women: Migrant Domestic Workers and their Taiwanese Employers across Generations," in Barbara Ehrenreich and Arlie Russell Hochschild (eds.), *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Metropolitan Books, 169-89.
- Matthews, Sally. 2004. "Post-Development Theory and the Question of Alternatives: A View from Africa," *Third World Quarterly*, 25 (2): 373-84.
- McMichael, Philip. 2012. "Development: Theory and Reality," in Philip McMichael, *Development and Social Change* (5th Ed.), Los Angeles: Sage.

- Mitchell, Timothy. 2009. "How Neoliberalism Makes Its World," in Philip Mirowski and Dieter Plehwe (eds.), *The Road from Mont Pèlerin: The Making of the Neoliberal Thought Collective*. Cambridge, Mass: Harvard University Press, 386–416
- Moberg, Mark and Sarah Lyon. 2010 "What's Fair? The Paradox of Seeking Justice through Markets," in Sarah Lyon and Mark Moberg (eds.), *Fair Trade and Social Justice: Global Ethnographies*, New York: New York University Press, 1-23.
- Ngai, Pun. 2007. "China as World Factory: New Practices and Struggles of Migrant Women Workers," in Martha Chen, Renana Jhabvala, Ravi Kanbur and Carol Richards (eds.), *Membership-Based Organizations of the Poor*. London and New York: Routledge, 85-101.
- Parreñas, Rhacel. 2003. "The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy," in Barbara Ehrenreich and Arlie Russell Hochschild (eds.), *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Metropolitan Books, 39-54
- Pezzoli, Keith. 2002. "Sustainability, Livelihood, and Community Mobilization in the Ajusco Ecological Reserve," in Peter Evans (ed.), *Livable Cities: The Politics of Urban Livelihood and Sustainability*. Berkeley: University of California Press, 195-222.
- Robbins, Richard D. 2011. "Constructing the Consumer," in *Global Problems and the Culture of Capitalism* (5th edition). Upper Saddle River, NJ: Prentice Hall, 11-32.
- Rodriguez, Robyn. 2010. "Introduction: Neoliberalism and the Philippine Labor Brokerage State" and "Able Minds, Able Bodies: Marketing Philippine Workers," in *Migrants for Export: How the Philippine State Brokers Labor to the World*. Minneapolis: University of Minnesota Press, ix-xxv, 50-74.
- Ross, Robert J.S. 2006. "A Tale of Two Factories: Successful Resistance to Sweatshops and the Limits of Firefighting," *Labor Studies Journal*, 30 (4): 65-85.
- Ryan, Ramor, et al. 2008. "Alternatives: ¡Ya Basta! The Zapatista struggle for autonomy revisited," *City*, 12 (1): 115-125.
- Seidman, Gay W. 2003. "Monitoring Multinationals: Lessons from the Anti-Apartheid Era," *Politics & Society*, 31 (3): 381-406.
- Spener, David. 2010. "Lives on the Line" (excerpt) and "Clandestine Crossing at the Beginning of the Twenty-first Century: The Long March through the Brush Country," in *Clandestine Crossings: Migrants and Coyotes on the Texas-Mexico Border*. Ithaca: Cornell University Press, 2-10, 60-86.
- Varela, Amerela. 2009. "Residency Documents for All! Notes to Understand the Movement of Migrants in Barcelona," *Refuge*, 26 (2): 121-132.
- Wolff, Richard D. 2005. "Ideological State Apparatuses, Consumerism, and U.S. Capitalism: Lessons for the Left," *Rethinking Marxism*, 17 (2): 223-235.
- Yunus, Muhammad (with Karl Weber). 2010. "Social Business - From Dream to Reality," in *Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs*. New York: PublicAffairs, vii-xxv.