

# Global Inequalities

**Rutgers**  
**Spring 2014**  
**(Sociology 270)**

**Professor: Zakia Salime**

Time: M/W 5.35pm/ 6-55pm

Place: ARH 200 (C/D)

Office Hours / Monday and Wednesday 4-5

Place: 26 Nichol Avenue. New Brunswick 08901

Davison Hall. Room number 137 (C/D)

Phone/732-932-6067

Email/zsalime@sociology.rutgers.edu

## **Required Texts**

Philip McMichael. 2008. *Development and Social Change: A Global Perspective*. Pine Forge Press / [Rutgers books](#) and [Library Reserves](#)

Robin Broad (editor) *Global Backlash: Citizens Initiatives for a Just World 2002*. Rowman and Littlefield/ [Library Reserves](#)

Eitzen Stanley and Maxime Bacca Zinn. 2002. *Globalization, the Transformation of Social worlds*. Wadsworth/ [Library Reserves](#)

**Other** Readings on Sakai

## **Course Description**

This course seeks to integrate debates about globalization and inequalities at the onset of the 21st century. It will emphasize the fundamental transformations in the world economy and social structures that have been shaping inequalities at a world scale. We will examine the historical context in which inequalities in access to economic, social and cultural resources have been created and sustained and may be challenged. We will explore the institutions and agents –whether state or non-state actors- that have been the driving force behind economic and social inequalities on a global scale.

## **Course Objectives**

Students will be able to understand the global processes that shape global inequalities

Students will be able to identify the institutions and power relationships that shape global inequalities

Students will be able to understand the North/South relations in light of political struggles, ideology and economic interests.

# Course Requirements

## Reaction papers (40 points)

You are required to post a one-page summary of the main ideas of the readings every week on **Monday at noon**. Use the question template included in your syllabus to craft your reaction paper. Post one single-spaced page on Sakai at the drop box, as a word document.

You will have to post only one reaction paper every week. Make sure you are using 3 quotations from every text to support your answer and submit two questions with your reaction paper. I will devote sometime in class to answer some of your questions. Your reaction papers are worth 40 points each **4 points per reaction paper**. You will have to submit **10** in order to get full credit.

## Attendance (30 points)

You will get full credit as long as you **have not missed 3** classes. If you miss **3 classes you will miss 10 points**. If you miss **more** than three classes, you miss the total **30 points**. The 3 classes include all your absences whether excused or not (unless there is a medical reason.) This means that if you have a family emergency once, and you are sick twice you are still covered and you will not lose credit.

**Make sure you let me know about any medical condition** that might impede your presence, participation or understanding of the material at the very beginning of the semester, not at the end of the semester.

## Midterm (80 points)

Your Midterm is a multiple choice question based on the whole material covered in class which, includes readings, lecture, and Films

## Final Exam (100 points)

Multiple choice (not cumulative)

Link to your exam schedule <http://finalexams.rutgers.edu/>

## Grading Policy

Your final grade will be assigned in accordance with the Rutgers grading system, shown below. Excused absences (verified by your doctor, etc.) will give you the opportunity to make up any work you have missed without penalty. There will be no extra credit offered in this course; the grade reflected by your work will be the grade you receive. **I do not negotiate grades.**

Grade Percent Range Point Range

A	90-100%	225-250
B+	87-89	217-224
B	80-86	200-216
C+	77-79	192-199
C	70-76	175-191
D	60-69	150-174
F	< 60	<149

## **Class Policy**

I do not authorize the use of cell phones, reading newspapers or texting. All cell phones need to be **turned off** and put away before the class starts. If you need to wear a hat, make sure I can see your face for a more efficient interaction. If you decide to come to the class, make sure you are staying until the end. I do not authorize traveling in and out of class when I am lecturing. The class starts at 5.35. You will have ten additional minutes to join the class. After ten minutes there is a “**do not disturb**” policy. If you always come late **you will lose points**.

I authorize the use of computers for **taking notes**, not for **‘Facebooking’ or chatting or emailing**. If you are caught engaging in any non-class related activities, you **will lose ten points** on your final grade. **This is absolutely not negotiable**.

**I do not authorize the use of cell phones**. I do not want to see your cell phone in your hands or **on the table** or below the table during the lecture. If you are caught handling your cell phone during the lecture you **will lose 10 points** on your final. **This absolutely not negotiable**

**I do not authorize chatting in class. You will lose points.**

## **Your Participation**

I usually call on students’ names in class, and ask them questions about the course material. The class will be based on these discussions, besides the lectures.

### **Self-Reporting Absence Application:**

Students are expected to attend all classes. If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

Check my own policy for missed courses on the second page of this syllabus.

General Academic Integrity Links:

<http://academicintegrity.rutgers.edu/>

<http://academicintegrity.rutgers.edu/resources>

Take a 20 minute interactive-tutorial on Plagiarism and Academic Integrity,  
<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

The Camden Plagiarism Tutorial

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>

Please consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. [http://www.libraries.rutgers.edu/avoid\\_plagiarism](http://www.libraries.rutgers.edu/avoid_plagiarism)

My policy for Plagiarism is to award and F

To avoid plagiarism, you need to use your own words or quote each time you use someone else's. You just need to put all reading material in quotation marks "...” and cite the person and source from which you got your citation. Plagiarism is not restricted to the use of published work. The passing of anybody's work as your own is also plagiarism. Taking notes from Wikipedia without citing your source is plagiarism. According to the university policy, plagiarism is a serious offence that can result in your expulsion from the University. If I discover you have plagiarized I will report you to the Dean of your college.

**Full disability policies and procedures** are at <http://disabilityservices.rutgers.edu/>

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

## Class Schedule/ Subject to Revisions

### Perspectives on Globalization

#### Week 1 Wednesday 22

Introductions

#### Week 2/ 27-29

McMichael. 1999 **Development and Social Change (Chapter 1)**

#### Reflection questions

Identify the differences between the three theories of development

Reflect on the relationship between development and colonialism, development and national independence movements

**Film:** Stiglitz on Globalization/ <http://www.youtube.com/watch?v=sV7bRLtDr3E>

#### Week 3/3-5

Friedman Thomas. 2005. **The World Is Flat** (excerpts). Pp 18-22. In *Globalization: The Transformation of Social Worlds*. Edited by Eitzen and Zinn. Wadsworth

Ghemawat, Pankaj. 2007. **Why the World Isn't Flat**. Pp 45-50. In *Globalization the Transformation of Social Worlds*. edited by Eitzen and Zinn. Wasworth

Nour Dados and Raewyn Connel. 2012. **The Global South**. Contexts. Winter 12-13

Dwight Haase. 2012. **Banking on the Poor**. Contexts. Winter (12-13) 36-41

2011 **World Hunger and Poverty** Facts and Statistics/ check it out at this link :  
<http://www.worldhunger.org/articles/Learn/world%20hunger%20facts%202002.htm>)

Data on Poverty in the United States can be found at this link:  
[http://www.worldhunger.org/articles/Learn/us\\_hunger\\_facts.htm](http://www.worldhunger.org/articles/Learn/us_hunger_facts.htm)

**Film:** The Corporation

## Reflection Questions

What dimension does the notion of Global South adds to the debate on development?

What does Thomas Freidman mean by the world is flat, how did he come to this realization?

What is globalization 2 for Thomas Friedman?

Is the global investment stateless or is it still domestically located and driven by geographical and geopolitical interests ?

What does the text banking on the poor teach you about your own credit card company?

What is micro-credit?

Why did the banks engage on lending money to the poor?

## **Colonial Legacy**

### **Week 4/10-12**

McMichael (**Chapter 2**)

### Reflection questions

Reflect on the historical context of creation of the “Third World” as a category of interest

Reflect on the social, economic and cultural impact of colonialism

Compare and contrast development priorities across the Cold War divide

### **Week 5/17-19**

Walter Rodeney. 2002. **How Europe Underdeveloped Africa?** Pp 77-79. In *Global Backlash* edited by Robin Broad. Rowman and Littlefield

Frances Moore Lappe and Joseph Collins. 2002. **Why Can't People Feed Themselves?** Pp 80-85 in *Global Backlash* edited by Robin Broad. Rowman and Littlefield

Weller and Hersh. 2002. **Free Markets and Poverty.** In *Global Backlash* edited by Robin Broad. Rowman and Littlefield

Stiglitz Robert: **The Price of Inequalities. “Growing Economic Inequality Endangers Our Future.”** NPR at this link:

<http://www.npr.org/2012/06/05/154345390/growing-economic-inequality-endangers-our-future>

**you need to listen to the lecture on your own , take notes and come prepared for the discussion.**

**Film:** Darwin's Nightmare

Reflection questions

How do Lappe and Collins define "underdevelopment"?

What do they mean by thinking about underdevelopment and Hunger as a process?

Reflect on the role of the Bretton Woods System (World Bank, IMF) in instituting development?

Provide three examples of the means by which the colonial rule destroyed local agricultures according to both McMichael and Lappe and Collins

Provide three examples that relate to the Slave Triangle in Rodney's article

### **Instituting Development/ Global Governance**

#### **Week 6/24-26**

Nederveen Pieterse .2002. **Global Inequality: Bringing Politics Back.**

Global Inequality: Bringing Politics Back In. Third World Quarterly, Vol. 23, No. 6 (Dec., 2002), pp. 1023-1046 (Sakai)

Pratt, Nicola. 2004. **Bringing Politics Back in:** Examining the Link between Globalization and Democratization. Review of International Political Economy, Vol. 11, No. 2 (May, 2004), pp. 311-336 (Sakai)

**Film:** Life and Debt

Reflection Questions

What does Nederveen Pieterse mean by “global inequalities”? What is global about inequalities?

Why do we need to bring politics back according to Nederveen Pieterse ?



How did Pratt bring politics in?

### **Week 7/3-5**

McMichael.1999. **Development and Social Change** (Chapter 3) from page 55 to 66 & the case study on food and class relations

Moberg, David. 2005. **Maytag Moves to Mexico**. Pp 81-85 in Globalization: The Transformation of Social Worlds. Edited by Eitzen and Zinn. Wadsworth

Fax Jeff. 2002. **Nafta at 10 Where do We Go From There?** Pp 64-67 in Globalization: The Transformation of Social Worlds. Edited by Eitzen and Zinn. Wadsworth

Halle Angela. 2000. **What Hope for “Ethical” Trade in the Globalized Garment Industry?** Pp 192-196. In *Global Backlash* edited by Robin Broad. Rowman and Littlefield

Ericson, Rose. 1999. **The Conscious Consumer: Promoting Economic Justice Through Fair Trade**. Pp 188-191. In *Global Backlash* edited by Robin Broad. Rowman and Littlefield

**Film:** Corporation part 2

### Reflection questions

How does the Export Processing Zone (EPZs) create dependency on multinational corporations

How do Multinational Corporations affect state sovereignty?

What are the characteristics of the jobs created by the EPZs

What was the impact on EPZs on local farming and agriculture?

Does the United States export or import most of its goods and what is the impact on trade deficit, according to Moberg?

What kind of jobs are subjected to outsourcing, according to Moberg?

What was the impact of NAFTA on Mexican workers, according to Faux ?

What kind of industries grew along the US-Mexican border as an outcome of Nafta?

Why was the opposition to Nafta in Canada, Mexico and the US unsuccessful according to Faux?

What is ethical trade? In the text find three ways in which global trade could become ethical

## **Week 8/10-12**

McMichael (Chapter 4)

**Wednesday March 7 Midterm Exam**

## **Week 8/17-19 Spring Break**

### **Gender and Inequalities and Rights Through Feminist Lenses**

## **Week 9/24-26**

Misra, Joya. **Gender and the World System Theory**. 2010. Pp 105-121, in a World System Reader. Edited by Thomas Hall. Rowman and Littlefield (Sakai)

Ehrenreich, Barbara and Hochschild. 2002. **Global Woman: Nannies, Maids, and Sex Workers in the New Economy** (Sakai)

**Film:** Global Assembly Line

#### Reflection questions

Reflect on the meaning of ‘feminization of poverty’, ‘feminization of labor’

What are the new features of the labor market in relation to women’s employment?

How does Ehrenreich and Hochschild link “first” and “third world” women in their work about care and sex work?

How does the feminist emphasis on neoliberalism help us to understand the core assumptions of development?

How did liberal feminism contribute to the rise of micro-credit organizations and programs?

What kind of questions the austere consequences of structural adjustment, and their implications for women raise about sustainable development?

## **Week 10/31-1**

Kotef Hagar and Amir Merav. 2007. **Engendering Check Points**. Pp 161-183. In War and Terror: Feminist Perspectives, edited by Karen Alexander and Mary Hawksworth. Chicago: University of Chicago Press.

Sassen, Saskia. 2002. **Global Cities and Survival Circuits**. Pp 187-202. In Globalization: The Transformation of Social Worlds. Edited by Eitzen and Zinn. Wadsworth

Cockburn, Andrew. 2003. **21<sup>st</sup> Century Slaves**. Pp 281-288. In Globalization: The Transformation of Social Worlds. Edited by Eitzen and Zinn. Wadsworth

### Reflection questions

Do you agree with Kotef and Amir on the use of femininity as a means to promote the right of people in situation of war and occupation?

What was the counter-effect of the the Check Point Watch on the Checkpoint as a military instrument?

Reflect on the meaning of ‘feminization of poverty’, ‘feminization of labor’ Feminization of survival (Sassen) ?

What are the new features of the labor market in relation to women’s employment?

According to Sassen why do governments engage in exporting labor?

What are the three parts of the global circuits that Sassen describes in her article?

What sector of activity do women trafficked occupy, in what proportion?

Who are the 21<sup>st</sup> century slaves?

## **Global Governance, Security, Rights**

**Week 11 /2-7**

McMichael (**Chapter 5**)

### **Film : Life and Debt**

### Reflection questions

What institutional function has the World Trade Organization (WTO) served in prosecuting global development – especially with regard to sovereignty, security, rights, and the social contract?

The solution to the debt crisis was to shift responsibility onto individual countries, and to their most vulnerable citizens. Why? What power relations and economic assumptions enabled this political choice and social outcome? In what terms did citizens respond?

How did the World Bank and IMF’s focus on poverty reduction strategies further entrench the globalization project?

In what ways does the discourse of development presented by International Financial Institutions (IFIs) contradict the realities of development?

## **Week 12 /9-14**

McMichael (**Chapter 6**)

### Reflection Questions

Reflect on the meaning of globalization as a project

What are some examples of 'global re-colonization'?

In what ways do these trends (re-colonization) contradict the premises of the globalization project?

## **Week 13/16-21**

Edward Herman and Peterson. 2002. **The Threat of Global State Terrorism**. Pp 234-293. In Globalization: the Transformation of the Social World, edited by Eitzen and Zinn. Wardworth

Petchesky, Rosaline. **Phantom Towers**. 2001. Pp 348-362, in After Shock September 11, 2001: Global Feminist Perspectives edited by Susan Hawthorn Bronwyn Winter. Raincoast Books.

### Reflection Questions

What is state terrorism according to Herman and Peterson?

What do the authors mean by the military-industrial-complex (look for the history of this concept, who used it first in the US)?

What is the role-played by the media in promoting a culture of warfare?

What are the sources of terrorism according to Petchesky?

What are the similarities between fundamentalism and global capitalism according to Petchesky?

**Film:** Imperial Mix

## **Global Protest Movements**

## **Week 14 /23-28**

McMichael **Development or Social Change** (Chapter 7) read all the case studies in the chapter

Ericson, Rose. 1999. **The Conscious Consumer: Promoting Economic Justice Through Fair Trade.** Pp 188-191. In *Global Backlash* edited by Robin Broad. Rowman and Littlefield

**Film:** This is what Democracy Looks Like

Reflection questions

What does a study of countermovements reveal about the claims and impact of the globalization project, and its central philosophy of neo-liberalism?

Reflect on the North/South divisions about the environment

Think about the meaning of moral economy, ethical economy in light of the readings

In what way does the idea and management of global ecology reproduce both colonial and neoliberal relations of governance?

What are some of the differences between 'old' labor unionism and the 'new' unionism? What do these differences reveal about the practice of and resistance to development?

**Week 15/30**

McMichael (**Chapter 9**)

Read all the case studies of alternative development and comment on them.

**Week 16 / May 5**

**Revisions**