

SOC. 122GI: GLOBAL INEQUALITIES
WINTER 2017, R, 5-7:50, LSB 1001
PROFESSOR: WILLIAM I. ROBINSON
OFFICE HOURS: T. & R, 3:30– 4:30, SSMS BLDG, 3RD FLOOR
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This course offers a broad introduction to the topic of global inequalities. We will explore critical issues in the sociology of development and underdevelopment, poverty and inequality around the world. We will examine how the current global system emerged over the past 500 years and where it is headed. In the early 21st century, 20 percent of the world's people monopolizes 94 percent of the world's wealth. In the United States, two out of every ten people have grown richer every year since 1974, while the relative income of eight out of every ten has declined, and continues to decline. This inequality in wealth and power around the globe is deepening dramatically in the new century. The following table shows one aspect of this sharp rise in global inequalities (world income distribution):

Table 4.1: Shares of World Income 1965-1990

Population	Percent of Total World Income				
	1965	1970	1980	1990	2014
Poorest 20%	2.3	2.2	1.7	1.4	combined
Second 20%	2.9	2.8	2.2	1.8	80% =
Third 20%	4.2	3.9	3.5	2.1	5.4
Fourth 20%	21.2	21.3	18.3	11.3	
Richest 20%	69.5	70.0	75.4	83.4	94.5

This course will address several questions: What are the main sociological concepts, approaches, and insights that help us explore the topic of global inequalities? How do we account for the vast disparities in wealth, living standards, and levels of social and economic development among nations and among social groups in global society? How did this state of affairs come about, and what can we do about global inequalities in the distribution of wealth and power? There are three parts to the course. Part I deals with theory. Part II is an historical exploration. We will review what the world was like in the year 1400 and how Latin America, Africa, Asia, and other regions were brought into the world capitalist system. Part III involves several contemporary case studies. How many case studies we are able to get to in part III will depend on the time available. We will also see a number of videos and powerpoints.

Note that this course, **Global Inequalities**, emphasizes above all *historical* and *theoretical* dimensions. It is meant to complement my other courses: **Sociology of Globalization** and **Globalization and Resistance**, which spend more time on contemporary 21st century affairs, and **Development and Social Change in Latin America**, an in-depth case study of one region in the global system.

This course will require hard work, and will also be an *eye-opener* for those willing to work hard and to **think critically**. I will challenge you at all times to engage in critical and

creative thinking, to question everything (including my lectures), and to be open to new ideas. While you never need to agree with me you do need to be prepared to develop the critical thinking analytical skills and the historical perspective necessary to examine your own deeply held assumptions regarding poverty, development, and inequality, and to apply sociological inquiry in an attempt to provide explanations for these phenomena.

Required Readings

- 1) Jerry Kloby, *Inequality, Power, and Development*
- 2) Holt-Giménez and Patel, *Food Rebellions: Crisis and the Hunger for Justice* (you can purchase an electronic copy here:
<http://www.foodfirst.org/en/Food+Rebellions!>)
- 3) Makdisi, *Palestine Inside Out: An Everyday Occupation*
- 4) Reading packet of selected articles, available from SBprinters, UCEN, 805.699.6342

Optional Reading

- 1) Period articles and commentaries on a wide range of contemporary topics I will post at the class Gauchospace for your interest and when, time allows for, for classroom discussion

Grading and Course Requirements

Please become familiar with this syllabus. It is your responsibility to follow the schedule and guidelines laid out in this syllabus for readings and assignments. I will make announcements as well but this does not obviate your responsibility.

There will be a total of four take home assignments. The first three will count for 15 points each. The fourth, an internet assignment, will count for 35 point, and takes the place of a final exam or final paper. There will be four quizzes for five points each. Details of all these assignments are contained in this syllabus and/or will be announced in class. There will be at least one opportunity for extra credit.

Three take homes	3 x 15:	45
Internet Assignment	1 x 35:	35
Four quizzes:	4 x 5:	20
TOTAL		100

You are expected to do ALL the assigned readings and to come to class prepared to discuss these readings. Please bring each week's reading to class with you. You are encouraged to ask questions, debate, and provide critical commentary on the readings and the lectures.

I do *not* accept assignments that are turned in late unless some prior arrangement has been made with me. I do not accept assignment turned in by e-mail; *hard copies only*. You should make back ups of all your assignments. I do not accept the excuse that your computer has crashed and you lost your assignment – please don't bother trying this as it will only waste your time and mine.

Students are expected to arrive on time to class and to not leave early unless prior arrangements have been made with the instructor. I also ask that you *turn off* cell phones while in class.

Students are expected to arrive on time to class and to not leave early unless prior arrangements have been made with the instructor. ***Please note that attendance is not voluntary; it is required. You will lose two points for each absence. I may take attendance at any time....first five minutes, last five minutes, etc. Even if you are present for all of the class you will be counted as absent if you are not present when I take role. The only excused absences are medical and family emergencies, with proper documentation, including for deaths.***

We will use IClickers for attendance and for quizzes. If you do not bring your IClicker you will be unable to receive credit for attendance or to take the quizzes.

You are responsible if you miss class announcements about the course, your assignments, extra-credit, and so on, because you are absent. In addition, the exam and other assignments will be based on both class lectures and the readings. If you do not come to class or if you do not read the assigned material you should not expect to do well in this course.

THIS IS AN ELECTRONICS FREE CLASS. YOU MAY NOT TAKE OUT YOUR COMPUTERS AND YOU MUST TURN OFF CELL PHONES AND PUT THEM AWAY WHILE IN CLASS. ELECTRONIC EQUIPMENT IS DISRUPTIVE TO THE LEARNING ENVIRONMENT IN MY CLASS. IF YOU TAKE OUT ELECTRONIC EQUIPMENT YOU *WILL* BE ASKED TO LEAVE.

For most class meetings, the first half will involve a lecture and class discussion. Powerpoints will be posted on Gauchospace. The powerpoints are for educational purposes, not for your entertainment. The second half of the class meeting is set aside for documentaries and follow up discussion, occasional guest speakers or special activities.

A comment on your privilege and our collective time in this course: **Your education is *not* a commodity. You are *not* a “consumer” in this classroom. If you are terribly concerned about leaving at *exactly* 7:50 pm then please dis-enroll.**

On Spanish, English, and multiple languages in a globalized world.

This is a family (broadly defined) and child-friendly classroom

This classroom is a safe space. But this does not mean our discussions will be censored or that you will not be “triggered.” In addition, you should realize that the only way to create truly safe space is to radically transform society. The world is a deadly serious place. Take your education seriously.

This course is absolutely “one sided”. You have already been socialized into the dominant worldview and its ways of understanding the world and you are daily inundated with the “other side.” I advise you to watch CNN or any corporate media, simply attend public school, or listen to what spokespeople from governments and ruling political parties have to say, to get the “other side” on the global affairs we will examine in this course.

Take Home Assignment on Films:

For this assignment you should view outside of class any *two* of the following films, and then write up a 3-4 page (approximately) double-spaced brief, focusing on how they are related to what we have been covering in the course. Your brief should *not be merely a description* of the films; you should *analyze them* in relation to the historical and analytical themes of the course and the course readings and lectures. I expect you to employ in your essay the terms, concepts, theories, and insights garnered from the course. *This should be a sociological paper not a film review.* You may also make reference, with appropriate citations, in the brief to class lectures and readings.

- The Last Emperor
- Lumumba;
- Central Station;
- The Violin (El Violin)
- Bread and Roses (the one that deals with the struggle of janitors to unionize);
- Roger and Me;
- Children of Heaven
- Khandahar
- Rabbit Proof Fence
- Salan Bombay
- Hotel Rwanda
- The Agronomist
- El Norte
- Darwin’s Nightmare
- The Day I Became a Woman
- Taste of Cherry
- The Circle
- Quinceneira
- Sicko

- Sleep Dealer
- Bordertown
- Paradise Now
- Even the Rain
- A Better Life/El Jardinero
- La Heine
- Biutiful
- Others (to be announced)

Final Internet Assignment

For this assignment you will explore the websites for various organizations that deal with issues of this course - development and underdevelopment, global inequalities, and the struggle for social justice. You should explore *at least five* websites. At least one of these sites should be considered “pro” global capitalism/conservative. Below are some suggestions, but you are not limited to these suggestions. Those considered “PRO” are indicated as well:

World Development Movement: <http://www.wdm.org.uk/>

The Dawn, <http://www.thedawn-news.org/>

“50 Years is Enough! Campaign, <http://www.50years.org/>

The Global Exchange, <http://www.globalexchange.org/>

The Maquila Solidarity Network, <http://www.maquilasolidarity.org/>

Zianet, <http://www.zmag.org/ZNETTOPnoanimation.html>

International Forum on Globalization, <http://www.ifg.org/>,

Focus on the Global South: <http://www.focusweb.org/>

Third World Network: <http://www.twinside.org.sg/>

Transnational Institute: <http://www.tni.org/>

Institute for Policy Studies: <http://www.ips-dc.org/>

World Trade Organization: <http://www.wto.org/> (PRO)

Open Society Institute (George Soro’s website) http://www.soros.org/about/bios/a_soros
(PRO)

Globalization Research Center: <http://www.cio.com/research/global/> (PRO)

Global Research: <http://www.globalresearch.ca/about>.

Global Issues: <http://www.globalissues.org/>

World Bank homepage: <http://www.worldbank.org/> (PRO)

The Globalist: <http://www.theglobalist.com/> (PRO)

World Economic Forum: <http://www.weforum.org/> (PRO)

International Monetary Fund: <http://www.imf.org> (PRO)

International Relations Center: <http://www.irc-online.org/>

Food First: <http://www.foodfirst.org/>

MADRE: <http://www.madre.org/>

AllAfrica: <http://allafrica.com/>

Center for Civil Society (South Africa): <http://www.nu.ac.za/ccs/>
Green Left: <http://www.greenleft.org.au/>
Toward Freedom: <http://www.towardfreedom.com/home/>
Upside Down World: <http://upsidedownworld.org/main/>
Monthly Review: <http://mrzine.monthlyreview.org/>
The Real News Network: <http://therealnews.com/t2/>
AlterNet: <http://www.alternet.org/>
World War 4 Report: <http://www.ww4report.com/taxonomy/term/17>
Truthout, <http://www.truth-out.org/>

You will need to spend a number of hours on the web exploring these websites, reading some of the articles and commentaries, and gaining an understanding of some of the popular literature and features on the web that have to do with the theme of development and global inequalities. Then you will write up a report, between 7-8 pages approximately (double spaced), on your experience and your analysis of the exercise. You can write more if you wish but not less than 7-8 pages. At the top of your report you should list the websites that you visited. Please be prepared as well to discuss in class your experience on the web.

Pop Quizzes:

There will be four pop quizzes, administered in the first few minutes of class. Each of these quizzes will be on the readings due on the day the quiz is given. If you have done the readings you will have no problem answering the question and receiving five points. You will receive a zero if you arrive late to class and miss a quiz.

Course Overview

Each class will include a lecture and time set aside for class discussion on the lectures and the readings. Powerpoints will serve as a guide to the lectures and will be distributed to the class via Gauchospace. There are three parts to the course:

- 1) **Social Inequality, Poverty, Development, and Underdevelopment in the Global System, and Theories of Development and Global Inequalities**
The first part will include a conceptual discussion of social inequalities and an empirical overview of global inequalities currently and historically. We will also look at the concepts of poverty, development and underdevelopment, power and social change. We will then examine competing theoretical explanations for social inequalities worldwide.
- 2) **The World from the Year 1400 to the Year 2009**
This second part will take a fresh look at humankind's history over the past 600 years. We will examine how Latin America, Africa, the Middle East, Asia, Europe and North America have become incorporated into the current global system.
- 3) **Case Studies and Topics in the Global System:**

The third part will involve several case studies on the contemporary global order, including Israel/Palestine, the “new slavery in the global economy”, world hunger, and if time permits, population control, global gender, and transnational migration. How many themes we cover in this section will depend on available time.

Tentative Week-by-Week Course Outline & Schedule of Readings (subject to change)

PART I OF COURSE:

- Jan. 7: Topics:
Introduction to course: What is Inequality? Empirical Overview of Inequalities in the 21st Century.
The Nature of Power and Inequality; Classifying Inequalities; Inequality, Production and the World Economy, Part I
- Jan. 14: Topics: The Nature of Power and Inequality; Classifying Inequalities; Inequality, Production, and the World Economy, Conclusion
- Read: “Before Class”, “The Neolithic ‘Revolution’”, “The First Civilizations”, “The First Class Divisions”, “Women’s Oppression” (in reading packet)
 “Poverty and Inequality in the Global Economy” (in reading packet)
 “‘What are ‘Class’ and ‘Inequality’” (in reading packet)
 Kloby, chapters 1-3
- Jan. 21: Topics: Theories of Development and Global Inequalities.
- Read: Kloby, chapters 4-6
- Film screening:** “Boom: The Sound of Eviction”

FIRST TAKE HOME ASSIGNMENT WILL BE DUE NEXT CLASS

PART II OF COURSE STARTS HERE:

- Jan 28: The World from the Year 1400 to the Year 2009: The World Before European Expansion, start of Latin America.
- Read: Kloby, chapter 7-8
 Brewer, “Imperialism, Dependency, and World Capitalism” (in reading

packet).

Amin, World Poverty, Pauperization, and Capital Accumulation (in reading packet)

First take-home assignment due today: Film Essay (see above in this syllabus).

Feb. 4: The World from the Year 1400 to the Year 2009, continuation The Creation of the World Capitalist System: Conclusion of Latin America (if not concluded the previous week), Africa

Read: “Beginning of the Third World in Latin America”
“Africa a Peripheral Area”

Feb. 11: The World from the Year 1400 to the Year 2009, Continuation: The Creation of the World Capitalist System: Eastern Europe, Middle East and Asia.

Read: “Asia an External Area” (in reading packet).

SECOND TAKE HOME ASSIGNMENT DUE TODAY

Feb. 18: Topics: The World from the Year 1400 to the Year 2009: The 20th Century Anti-Colonial Struggle, a classical statement

Read: Makdisi, *Palestine Inside Out* [note also optional reading: “Remarks for Seventh Annual International Al-Awda Convention, by myself]. **THIS READING IS IN PREPARATION FOR THE NOV. 29 MEETING.**

Film screening: docudrama: “The Battle of Algiers”

SECOND TAKE HOME ASSIGNMENT IS TODAY: In some 4-5 pages, discuss the Makdisi book. Specifically, discuss your understanding of the Israeli occupation, how it came about in the context of the creation of the state of Israel and the Israel-Palestine conflict. What was your understand of this conflict/occupation prior to reading this book? How does the account in this book contrast with mainstream and media accounts of this topic in the United States? How might you relate this topic more broadly to global inequalities? Very importantly, how is this case study of Israeli colonialism linked to the topics we have been covering in this course? Make sure that your discussion is *analytical*, rather than merely describing the reading, and that it links the reading to the topics of the course.

PART III OF COURSE STARTS HERE:

Feb. 25: Topics: First Case Study: The Palestinian Struggle against Israeli Colonialism

INSTRUCTIONS FOR MARCH 3 MEETING: You will read one newspaper or media article of your choice from the world press (it can be an academic article as well) on the Palestinian struggle and the Israel-Palestine conflict, broadly defined (for instance, it can be on U.S. policy towards Israel, on any current event in Israel or Palestine, etc.). Print it out. Underline and highlight what you think are the main parts of the article, make comments along the margins, and write your name on the article and make sure it is sourced. Bring this article to class and be prepared to discuss what you read and your own views on it. You will then turn in this article after class discussion. NOTE MUST ALSO READ AN ARTICLE I WROTE IN TRUTHOUT THAT YOU WILL FIND IN THE READING PACKET. YOU READ THIS ARTICLE TOGETHER WITH THE ARTICLE YOU CHOOSE FROM THE MEDIA OUTLET

Film: Occupation 101

March 3: Topics: Second Case Study: World Food and Hunger

Read: “Why Can’t People Feed Themselves?” (6 pages in reading packet)
Food Rebellions

THE FIRST PART OF TONIGHT’S CLASS MEETING WILL BE OPEN DISCUSSION ON LAST WEEK’S TOPIC:

Third Take Home Assignment Due: Write a 3-4 page essay that analyzes the Holt-Gimenez and Patel book. This should not be a book review that merely describes the book. You must first identify the main themes the book raises. Then you should analyze how these themes are related to the distinct topics we have covered in this course. You should relate the book to other course readings. You should use the sociological concepts and terms we have acquired in the course. I will look for a serious sociological analysis of this book that demonstrates the general knowledge you have acquired in this course. If you turn in a mere book report you will get a low score.

Film: “Food, Inc.” PART I

March 10: Topics: Third and Fourth Case Studies: Population and Inequality; “New Slavery in the Global Economy”; Course Conclusions.

Read: “Politics, Population, and the Pathways to Poverty” (3 pages in reading packet)

Film, “Food, Inc.,” PART II

Fourth Take Home Assignment: THE FOURTH TAKE HOME ASSIGNMENT INVOLVES THE INTERNET ASSIGNMENT INDICATED AT THE TOP OF THE SYLLABUS.

COURSE CONCLUSIONS AND OPEN DISCUSSION

APPENDIX: Here is a list of various student services available on campus. I encourage you to make use of them:

- Campus Learning Assistance Services (CLAS) <http://clas.sa.ucsb.edu>
- Campus Advocacy Resource and Education (CARE): <http://wgse.sa.ucsb.edu/care/home>
- Counseling & Psychological Services <http://caps.sa.ucsb.edu>
- Disabled Students Program <http://dsp.sa.ucsb.edu/>
- Educational Opportunity Program (EOP) <http://eop.sa.ucsb.edu>
- Health and Wellness <http://wellness.sa.ucsb.edu>
- Little Big Engineer: <https://orgsync.com/129034/chapter>
- MultiCultural Center <http://mcc.sa.ucsb.edu/>
- Non-Traditional Student Resource Center <http://wgse.sa.ucsb.edu/nontrad/>
- Office of International Students and Scholars <http://oiss.sa.ucsb.edu/>
- Office of the Ombuds <https://ombuds.ucsb.edu/>
- Office of Student Life (OSL) <http://osl.sa.ucsb.edu/>
- Opening New Doors to Accelerating Success (ONDAS) Center <http://www.ondas.ucsb.edu/home>
- Resource Center for Sexual and Gender Diversity: <http://wgse.sa.ucsb.edu/RCSGD/home>
- Transfer Student Center (TSC) <http://transfercenter.ucsb.edu>
- UCSB Alcohol and Drug Program: <https://alcohol.sa.ucsb.edu/>
- UCSB Social Work Services: <http://studenthealth.sa.ucsb.edu/behavioral-health/social-work>
- UCSB Student Health Services: <http://studenthealth.sa.ucsb.edu/>
- Undergraduate Mentorship Program <http://duels.ucsb.edu/academics/academic-success/mentor>
- Undocumented Student Services <http://www.sa.ucsb.edu/dreamscholars/home>
- Veterans’ Resource Center: <http://www.sa.ucsb.edu/veterans/home>
- Women’s Center <http://wgse.sa.ucsb.edu/WomensCenter/home>