

GEORGETOWN UNIVERSITY

SOCI 220 CBL: Global Inequality and Social Justice
Class: TR 2:00–3:15
Car Barn 303
Fall 2013

Department of Sociology

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Office Hours: Wed 1–2 and by appointment

Objectives

“Global inequality” is a term that refers to the systematic differences in the distribution of socially valued attributes such as education, income, information, health, and influence between people living in different areas of the globe. What kinds of inequalities exist? Why do they exist? How much global inequality is acceptable? How is global inequality different from domestic inequality, and how are they related?

This course explores areas of human existence where there are great disparities around the globe and the efforts being made to alleviate the inequalities in income, food, water, energy, health, mortality, literacy, and power. In this course, you will learn from three elements:

- 1) Reading course material about the causes of global inequality and the experiences of people who live in such situations
- 2) Working with an organization to address existing global inequalities
- 3) Guest speakers from and field trips to international organizations, NGOs and U.S. government agencies

We will begin by discussing the types of global inequalities that exist. Then, we examine the reasons why they exist, focusing on cultural, historical, economic, institutional, and political reasons. We will discuss manifestations of inequality and approaches to addressing them, including: health disparities, human trafficking, poverty, water, human rights, and disaster relief. Our readings will be about what it feels like to experience these inequalities as well as analyses of current efforts to alleviate the inequalities. While we make our way through the readings together, you will also be interning at an organization. The readings have been chosen to help you understand the experiences of people in various situations of global inequality, what it's like to be a recipient of the efforts to alleviate these inequalities and the larger social, political, and economic context in which these inequalities happen.

The learning objectives of this course are:

- To learn about the inequalities around the globe;
- To learn about ways that people are trying to address these inequalities;
- To think about global inequalities from the point of view of the disadvantaged person.

Internship Requirements and Community-Based Learning (CBL)

“At Georgetown University, community-based learning (CBL) is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups (*or organizations working with and for disadvantaged and underserved individuals or groups*) that is structured to meet community-defined needs.” (Community Based Learning and Research Faculty Handbook, p. 18)

In this course, the CBL component is required. Student in the class must intern at an organization addressing global inequalities *of their own choosing*. It is important that you have ownership over every aspect of the internship, including choice of organization, the hours, and management of your relationship with it.

Requirements are:

- At least 40 hours of internship hours over 10 weeks of the semester (4 hours per week). Many organizations require more than that (some require 5–10 hours, others even more), so keep this in mind as you look for an organization to work with.
- You must have confirmation from the organization regarding the number of hours and the person you will be working with.

****Try to apply for your internship before class begins. You will need to have a confirmed internship by the last day of Add/Drop (Sept 7). There is a list of organizations where students in this class have interned in the past at the end of this syllabus.**

Requirements

- 1) 4 memos (1000 words each, 30%). There are 2 required memos (the first and last). Of the topical memos, you can choose 2 (due dates are indicated on the Course Schedule). Please include the Word Count.

Policies

- 2 free passes: 6 memos are assigned, but you only need to turn in 4. If you write more than 4, you can drop the lowest grade.
- Memo of the Week: I may post particularly excellent memos on BB to share with the class. Because of this, *no late memos accepted*.

Structure and Content of Memos

Memo on Measurement (Required): Choose one map in the *Atlas* and track down the primary data from which it was constructed. Discuss the strengths and weaknesses of the data: what can it convey accurately? What are some problems it might have method of data gathering and type of measure it is? What are some ways to make it better?

Topical Memos (Choose 2):

- Culture: Compare what you have seen in your organization to what we have been reading and talking about in class. Answer these two questions: 1. How might it be easy for the organization to be biased? 2. What are unexpected consequences of the doctrines, ideals, or principles that are held?
- Economic Development: What is your organization's place in the context of "development" as defined by the chapter in Economy and Society, "improving people's lives over time"? Given the many ways that social networks affect economic development, what effects do they have on how your organization functions and its outcomes?
- Institutions: Compare your organization's institutional context to what we have been reading about in class. Which factors seem to be especially significant to the approach it takes? Why?
- History: Compare your organization's historical context to what we have been reading about in class. How does its history affect the approach it takes? How does the historical background of the country/region of the organization or the country/region of the people it is trying to help affect things?

Memo on Improving Your Organization (Required): Discuss your ideas for improving your organization. Be direct. Refer to readings from this course, guest speakers, field trips, your experience creating a film, and your experiences in your internship to support your points. Depth rather than breadth is all right here (it is not necessary to refer to all of the elements above if you want to discuss one in particular).

- 2) Introductory presentations (10%). During the first few weeks of class, you will make a 5-minute presentation to introduce your organization to the rest of the class. Please use Powerpoint, Prezi, or other presentation tool. We will be drawing out of a hat to determine dates on Sept 10, after last day for registration changes.

Questions to answer:

- How did you get the internship?
- Briefly describe the organization you are working with.
- What is the reason for your interests? (personal background, experiences, classes you've taken)
- Have you read anything on the topic? If so, what? Describe some recent/relevant news on the topic.
- Include photographs of the internship site; be as creative as you like

- 3) Short Film (30%). At the end of the course, you will make a final presentation, including an introduction, a short film, and questions and answers.

Tell a story about the inequality that you and your organization are dealing with. For example, you may introduce the inequality by following the life of a specific person, for example (you may use your favorite chapter of *Disposable People* as inspiration). Use facts and figures to explain the larger systemic problems that lead to that specific type of inequality.

Films will be available for viewing on one or more of these sites: my website, the Sociology Department website, and/or Georgetown's Center for Social Justice website.

Requirements:

1. Youtube link
2. Handout for the class that succinctly captures your message (1 page). You may use the Sociology Department printer/copier.
3. Introduction (5 min; explain why you chose the theme, how you made your film, what inspired you to include the elements you did, and your favorite part of it)
4. Screening of your film (3–5 minutes)
5. Questions and answers

You will be graded on the following:

- Answering these questions:
 - What causes the inequality to exist?
 - What is the larger social context of the problem that the organization addresses (historical, institutional, economic, political, cultural)?
 - What are some unintended consequences that may arise from your organization's work?
 - Including new footage (for example, of your organization, or interviews of staff, people served by your organization, or others) to illustrate your answers to some of the analytical questions
 - Relating explicitly and in depth to one class reading
- 4) Discussion, participation, and in-class assignments (30%). Class time will involve a mix of lecture, discussion, group work, and solo reflection. For example, I might ask you examine one of the maps in the Atlas, think about and discuss reasons why certain countries have the highest and lowest amounts of inequality, and come up with some bullet points to share with the class.

Attendance policy:

- 3 free passes.
- Extra credit: 1 percentage point for those who attend every class.

- 5) Required for course credit at the end of the semester
- Log of CBL hours
 - Supervisor Form

Honor Code

By taking this class, you are agreeing to abide by the university's honor code for all its requirements. As signatories to the Georgetown University Honor Pledge, and indeed simply as good scholars and citizens, you are required to uphold academic honesty in all aspects of this course. You are expected to be familiar with the letter and spirit of the Standards of Conduct outlined in the Georgetown Honor System, and on the Honor Council's website. As faculty I too am obligated to uphold the Honor System, and will report all suspected cases of academic dishonesty.

Books

Crow, Ben and Suresh K. Lodha. 2011. *The Atlas of Global Inequalities*. Berkeley: University of California Press. PLEASE BRING TO CLASS.

Bales, Kevin. 2000. *Disposable People: New Slavery in the Global Economy*. Revised edition. Berkeley: University of California Press.

All other articles and readings will be posted on Blackboard.

Course Schedule

Be sure to read the assigned material *before* the class indicated. Our in-class activities and discussions will be designed with the assumption that you have done the reading.

Date	Topic	Reading	Due
29-Aug	Introduction to Global Inequality		
3-Sep	Modern-Day Slavery?	<i>Disposable People</i> : Ch 1	
5-Sep	Measurement I	<i>Atlas of Global Inequalities</i> , Introduction	
10-Sep	Measurement II	Bhutan and the UN World Happiness Report	Internship Form; Student Agreement
12-Sep	Culture I	<i>Disposable People</i> : Ch 2, Thailand	Memo: Measurement

Date	Topic	Reading	Due
17-Sep	Culture II	Shweder, Richard. 2002. "What About Female Genital Mutilation?' and Why Understanding Culture Matters in the First Place"	
19-Sep	Field Trip: International Justice Mission (IJM)	International Justice Mission is a human rights agency that brings rescue to victims of slavery, sexual exploitation and other forms of violent oppression.	
24-Sep	Introductory Presentations		
26-Sep	Culture III	Ann Swidler and Susan Cotts Watkins. 2009. "Teach a Man to Fish': The Sustainability Doctrine and Its Social Consequences." <i>World Development</i> .	
1-Oct	Berkley Center, 3307 M. St, Suite 200	<i>A Dialogue between Tu Weiming and Jose Casanova on National Identity in China and the United States: The Role of Confucianism and Christianity</i>	
3-Oct	Economic Development I	Hsu, Becky. Forthcoming. "Alleviating Poverty or Reinforcing Inequality? Interpreting Microfinance in Practice, with Illustrations from Rural China," <i>British Journal of Sociology</i> .	
8-Oct	Tutorial on how to make a short film	Gelardin New Media Center; http://guides.library.georgetown.edu/documentary	<i>Memo: Culture; Outline or bullet points on short film</i>
10-Oct	Economic Development II	<i>Disposable People</i> : Ch 4, Brazil	
15-Oct	Institutions I	Amartya Sen, <i>Development as Freedom</i> : Introduction and Ch. 1	
17-Oct	Institutions II	Amartya Sen, <i>Development as Freedom</i> : Ch. 7, Famines and Other Crises	
22-Oct	Institutions III	<i>Disposable People</i> : Ch 5, Pakistan	
24-Oct	For-Profit Efforts for Previously Trafficked Women in Cambodia	Guest: Anbinh Phan (Georgetown Law 2010), Founder: Aloetree, a collection of children's products in partnership with Chab Dai's Vietnamese prevention program based in Phnom Penh, Cambodia.	
29-Oct	History I	<i>Disposable People</i> : Ch 3, Mauritania	
31-Oct	Working for a World Free of Poverty: What Will It Take?	Guest: Edward Hsu, Office of the President, World Bank	<i>Memo: Economic Development</i>

Date	Topic	Reading	Due
5-Nov	History II	John Hagan and Joshua Kaiser. 2011. "The displaced and dispossessed of Darfur: explaining the sources of a continuing state-led genocide." British Journal of Sociology 62:1.	
7-Nov	Field Trip: United States Agency for International Development (USAID)	2-2:30 Nancy Leahy Martin (Acting Chief, Urban and Engineering Division, Office of Energy and Infrastructure); 2:30-3 Office of U.S. Foreign Disaster Assistance (OFDA) Ops Center	
12-Nov	History III	Ann Swidler. 2009. "Dialectics of Patronage: Logics of Accountability at the African AIDS-NGO Interface" in Globalization, Philanthropy, and Civil Society eds. David Hammack and Steven Heydemann. Bloomington: Indiana University Press.	
14-Nov	Agriculture: Food Safety and Security	Guest: Carolyn Dong Shore, American Society for Microbiology Congressional Science Fellow, 2011-12	<i>Memo: Institutions</i>
19-Nov	Policy I	Scott, James. 1998. <i>Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed</i> . New Haven: Yale University Press. Introduction and Chapter 1.	
21-Nov	North Korea and Iraq	Guest: David Muehlke, Office of Korean Affairs, U.S. Department of State, "Diplomatic Implications of Dealing with Nations that Have a History of Inequality: Experiences in Iraq and North Korea"	<i>Memo: History</i>
26-Nov	Policy II	Scott, Chapter 8:Taming Nature: An Agriculture of Legibility and Simplicity	
28-Nov	No class: (Thanksgiving)		
3-Dec		Ulrich Beck on the "Cosmopolitan Condition"; Analysis Game I	
5-Dec		Film Presentations: Hilary, Mariah, Sarah P.; Analysis Game II	Supervisor Form
11-Dec			Memo: Improving Your Organization
17-Dec	9:00-11:00am, Car Barn 303	Film Presentations: Emlyn, Alex, Sam, Sarah S., Dana	

Organizations Where Students in this Class have Interned

- **Abide Family Center** (abidefamilycenter.org/) is a social welfare organization based in Jinja, Uganda focused on the issues surrounding the care of orphaned children in southern Uganda. Contact: Megan Parker, abidefamilycenter@gmail.com
- **Aloetree Kids** is a social-justice venture start-up that is a collection of kid's products that inspires kids to be little citizens, and revolves around creating jobs for the vulnerable and survivors of sex trafficking in Southeast Asia, especially Cambodia. Contact: Anbinh Phan, Founder, anbinh.phan@gmail.com
- **The Congressional Coalition on Adoption Institute** (CCAI) (ccainstitute.org/) is a non-profit organization that works in conjunction with the congressional policy makers to inform about children's advocacy around the world as fact finders such as the latest statements on adoption tax or UNICEF policies in sub-Saharan Africa. Washington, DC. Contact: Allison Cappa, allison@ccainstitute.org
- **FAIR Girls** (fairgirls.org/), a D.C. based international nonprofit organization, works to prevent human trafficking and sexual violence in the lives of youth, especially girls, around the world. Dupont Circle.
- **The Global Playground** (theglobalplayground.org/), which has several missions, including building schools in developing countries, sending fellows to teach in those places, and building a dialogue between students of those different schools. Contact: Doug Bunch, sdbunc@gmail.com
- **The International Centre for Missing & Exploited Children** (ICMEC) (icmec.org/) works to help identify and coordinate a global network of organizations fighting child-sexual exploitation and abduction. Alexandria, VA. Contact: Eliza Harrell, eharrell@icmec.org
- **Human Rights Watch** (HRW) (hrw.org/) is an independent, non-profit, non-governmental human rights organization that conducts reports on human rights violations that occur worldwide.
- **Oxfam America** (oxfamamerica.org/) works in search of lasting solutions to global poverty and injustice. Oxfam focuses extensively on emergency aid, lobbying for legislation, amassing donations, and fighting corporations with a history of abuse.
- **PeaceCorp** (peacecorps.gov), an agency of the federal government devoted to world peace and friendship. Peace Corps Volunteers have served in 139 host countries to work on issues ranging from AIDS education to information technology and environmental preservation. Contact: Harold Whitaker at Hwhitaker@peacecorps.gov
- **United to End Genocide** (endgenocide.org/), the largest activist organization in America dedicated to preventing and ending genocide and mass atrocities worldwide. Washington, DC. Contact: Allyson Neville-Morgan, neville@endgenocide.org

- **Vital Voices** (<http://www.vitalvoices.org>) works to identify, invest in and bring visibility to extraordinary women around the world by unleashing their leadership potential to transform lives and accelerate peace and prosperity in their communities. Contact: Miriam Kirubel, MiriamKirubel@vitalvoices.org, or Emily Hooker, EmilyHooker@vitalvoices.org